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ABSTRACT

The selected bibliography of gifted and creativity programs contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1955 to 1971. (CB)

ED 065958

GIFTED AND CREATIVITY PROGRAMS

A Selective Bibliography

July, 1972

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EDUCATION & WELFARE
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An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 042 826 E

Exceptional Child Bibliography Series No. 609

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Sample Abstract Entry

Clearinghouse accession number
ABSTRACT 788
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Beck, Dorothy F., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptions; child education; cooperative programs; vocational rehabilitation; vocational education; administration; severely handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal relationship; administrative problems; communication problems; organization and work study programs; handicapped; and effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic elements of the programs, and an outline form for use when applying for assistance. Issues discussed include the relationship of special education, vocational rehabilitation, and community mental health programs; and agreements and conflicts over work and private work study programs for the severely retarded. Also reviewed are research findings concerning the success of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary outlines the philosophy, goals, benefits of, and necessity for cooperative agreements. (MF)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

TERMS SEARCHED

Index terms used to retrieve information on Gifted and Creativity Programs from the Center's computer file of abstracts are listed alphabetically below:

Able Students
Academically Gifted
Exceptional Child Education
Exceptional Child Research
Gifted
Gifted Children
High Achievers
Superior Students

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Annals of the Deaf
Arithmetic Teacher
Children's House
Education of the Visually Handicapped
Exceptional Children
Gifted Child Quarterly
Journal of Learning Disabilites
Journal of Psychology
Journal of School Psychology
Nursing Outlook
Occupational Outlook Quarterly

ABSTRACTS

ABSTRACT 10335

EC 01 0335 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D.; Rice, Joseph P.
Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.
California State Dept. Of Educ., Sacramento
OEC-10-109
EDRS Price 1.75;18.76

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1|2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10337

EC 01 0337 ED 013 514
Publ. Date 64 28p.
Arithmetic Enrichment Ideas for Grades 1, 2, and 3.
Ohio State Dept. Of Educ., Columbus, Div. Spec. Educ.
Cincinnati Public Schools, Ohio, Dept. Of Instr.
EDRS Price 0.25;1.20

Descriptors: exceptional child education; mathematics; gifted; enrichment activities; arithmetic; grade 1; grade 2; grade 3; primary grades; mathematical enrichment; curriculum enrichment; public schools; Columbus

The document contains numerous specific activities for understanding elements of the numeration system, fundamental operations, and other concepts such as time, fractions, and approaches to geometry. A number of games and puzzles are included. The activities were developed by teachers at a University of Cincinnati workshop for the improvement of arithmetic programs for academically gifted children. (RM)

ABSTRACT 10507

EC 01 0507 ED N.A.
Publ. Date 64 389p.
Steigman, Benjamin M.
Accent on Talent; New York's High School of Music and Art.
EDRS
Wayne State University Press, 5980 Cass, Detroit, Michigan 48202 ($7.95).

Descriptors: exceptional child education; gifted; art; music; school activities; school curriculum; school environment; school attitudes; special schools; educational facilities; creativity; educational programs; secondary school students

The establishment of New York's High School of Music and Art, its admission criteria and course of study, and the personal characteristics of students and alumni are discussed. Aspects covered are the school's history and setting; testing for admission, the music and art curriculum, and guest artists and musicians. The school's academic course of study is described in terms of the rationale behind an ideal curriculum of 4 years of history, science, and the humanities and a flexible foreign language requirement. The students' extracurricular activities and interests, the individual guidance given them, and the graduates' accomplishments and evaluation of the school are presented. (SN)

ABSTRACT 10665

EC 01 0665 ED N.A.
Publ. Date 61 414p.
Fliegler, Louis A., Ed.
Curriculum Planning for the Gifted.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Descriptors: exceptional child education; gifted; curriculum; program planning; language arts; social studies; arithmetic; sciences; mathematics; reading; creative writing; languages; creative art; music; creative dramatics; curriculum planning; teaching methods; elementary schools; secondary schools; administration

Designed for teachers, administrators, and curriculum specialists, the book is a resource compendium or a basic text on curriculum development for the gifted. Basic problems, principles of curriculum construction, program development, and administrative provision are discussed. Content, skill development, pupil identification, and enrichment activities are included for each of these subject areas: social studies, arithmetic, creative mathematics, elementary and secondary science, creative writing, reading, foreign languages, creative art, music, and dramatics. Curriculum implementation is also considered. (IM)

ABSTRACT 10677

EC 01 0677 ED N.A.
Publ. Date 65 326p.
Gallagher, James J., Ed.
Teaching Gifted Students; A Book of Readings.
EDRS not available
Allyn And Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02139 ($4.95).

Descriptors: exceptional child education; gifted; teaching methods; identification; curriculum; research projects; learning; intelligence; abstract reasoning; divergent thinking; creativity; curriculum development; units of study (subject fields); discovery learning; teacher attitudes; underachievers; individual characteristics; early admission; research reviews (publications)

Twenty-six collected papers consider educating gifted students. Aspects treated are the structure of the intellect, problems and means of identification of the gifted, characteristics of scientists and of the creative, independence-conformity behavior as a function of the intellect, and the temperament of the gifted. Curriculum changes in mathematics, physical science, mental health, and economic education are reported; evaluation of course content improvement is explained. Teaching methods discussed include learning by discovery and its psychological and educational rationale; stimulating inquiry and creativity; and encouraging the creative process

through affective teacher behavior. Also described are the onnset of underachievement in the gifted, a program for bright underachievers, three methods of assisting underachievers, the slow gifted child, individual classroom adjustment for gifted elementary students, and research on early admission. (IM)

ABSTRACT 10694

EC 01 0694 ED N.A.
Publ. Date 65 311p.
Aschner, Mary Jane, Ed.; Bish, Charles, Ed.
Productive Thinking in Education. Conference Papers Connected with National Education Association Project on the Academically Talented Student (Washington, D.C., April 27-29, 1961 and May 2-4, 1963).
National Education Association, Washington, D. C.;
Carnegie Corporation, New York, New York
EDRS not available
National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Cloth, $4.50; Paper, $3.00).

Descriptors: exceptional child education; creativity; educational needs; identification; intelligence; productive thinking; intellectual development; learning theories; motivation; personality; cognitive processes; environmental influences; teaching methods; achievement need; information seeking; problem solving; measurement techniques; testing; adult characteristics; research utilization

The development of intelligence is considered by J.P. Guilford in relation to intellectual factors in productive thinking while developmental factors are considered by Ralph H. Ojemann. David P. Ausubel discusses the influence of experience; Richard Alpert treats motivation, personality, and productive thinking; and Albert J. Caron investigates the impact of motivational variables on knowledge seeking behavior. Personality and creativity are discussed by Donald W. MacKinnon; assessment of productive thinking in children is described by E. Paul Torrance; and an assessment of originality in adults is presented by Frank Barron. Discussion of education for productive thinking includes a presentation of necessary changes by Calvin W. Taylor and educational implications of research by A. Harry Passow. Critiques of papers, implications for teaching, and a summary by Miriam L. Goldberg are included. (RP)

ABSTRACT 10851

EC 01 0851 ED 019 782
Publ. Date 67
Gowan, John Curtis, Comp. And Others
Creativity--Its Educational Implications.
EDRS not available
John Wiley And Sons, Inc., 605 Third Avenue, New York, New York 10016 ($7.95).

Descriptors: exceptional child education; creativity; gifted; talented students; curriculum; student characteristics; guidance; identification; teacher education; creativity research; educational needs; performance factors; creative writing; teacher role; parent role; taxonomy; predictive measurement; creative thinking; creative development; creative teaching; creative art; counselor role; teaching methods

Thirty-six articles by different authors present ways in which the results of creativity research may be utilized in the school, the classroom, and the counseling office. After an introduction, five articles treat general considerations: the causes and conditions of creativity, and the education and understanding of creative and gifted children. Four papers on theory and policy investigate creative learning, thinking, development, and potentiality. Characteristics of creative children are discussed in three papers, and the question whether creativity may be increased by practice is raised in five articles dealing with teacher attitudes and teaching. also included are four articles on a curriculum for creativity and teaching methods, five articles on guidance and measurement of creativity, five on teachers and parents, and five on research and summary. Many of the articles report research findings, and some detail experimental procedures. reference lists (some annotated) accompany the majority of the papers. (MW)

ABSTRACT 10919

EC 01 0919 ED 026 762
Publ. Date 65 534p.
Barbe, Walter B.
Psychology and Education of the Gifted: Selected Readings.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; gifted; administration; environmental influences; individual characteristics; achievement; identification; educational strategies; intelligence factors; family (sociological unit); learning characteristics; creativity; attitudes; experimental programs; acceleration; advanced placement; early admission; enrichment programs; grouping (instructional purposes)

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors; suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated; current issues and needed research are considered; and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ABSTRACT 11261

EC 01 1261 ED N.A.
Publ. Date 63 433p.
Crow, Lester D., Ed.; Crow, Alice, Ed.
Educating the Academically Able; A Book of Readings.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017.

Descriptors: exceptional child education; gifted; identification; adjustment (to environment); counseling; creativity; program administration; program planning; enrichment programs; advanced programs; special programs; elementary education; secondary education; accelerated programs; acceleration; underachievers; creative teaching; experimental teaching; teachers; curriculum; guidance

Eighty-five readings discuss basic principles and programs for the education of the gifted learner. Aspects considered are the general problem of educating the gifted child, identification of the gifted and his characteristics, enrichment, acceleration, adjustment problems, guidance of the academically able, and the gifted underachiever. The following are also treated: the creative individual, the intellectually gifted, providing for the gifted in schools, and programs and administrative practices. (JD)

ABSTRACT 11367

EC 01 1367 ED N.A.
Publ. Date 66 330p.
Gallagher, James J.
Teaching the Gifted Child
EDRS not available
Allyn And Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111 ($7.95).

Descriptors: exceptional child education; gifted; curriculum; teaching methods; program planning; student characteristics; arithmetic; underachievers; sciences; social studies; creativity; personnel; administrative change; special programs; creative thinking; inquiry training; discovery learning

Addressed to the teacher, the text defines gifted children and their characteristics. Low producing gifted children are discussed, as are means of programing for them. Also treated are changing school programs, administrative changes, and personnel. Creativity is described and discovery and inquiry are examined as tools for teaching. Arith-

metic, science, and social studies curricula and programs are surveyed. (JD)

ABSTRACT 11592

EC 01 1592 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11877

EC 01 1877 ED 028 546
Publ. Date 68 38p.
Keaster, Charles W.
The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services.
California State Department Of Education, Sacramento, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program costs; school district spending; state aid; educational objectives; identification; student costs; admission criteria; testing; counseling; services; professional services; instructional materials; educational equipment; teacher salaries; inservice teacher education; textbooks; student transportation; California

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school district Form J22 MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, incidence in districts, and summer school programs. Six tables present data. (RP)

ABSTRACT 11878

EC 01 1878 ED 028 547
Publ. Date Jun 68 226p
Rothney, John W. M.; Sanborn, Marshall P.
Promising Practices in the Education of Superior Students: A Demonstration Program.
Wisconsin University, Madison
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration projects; educational programs; inservice education; student evaluation; counseling; workshops; enrichment programs; work experience programs; independent study; early admission; student seminars; advanced placement; correspondence courses; summer programs; school programs; individualized programs; records (forms); staff role

A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

ABSTRACT 11879

EC 01 1879 ED 028 548
Publ. Date 67 149p.
Plowman, Paul D., Comp.; Rice, Joseph P., Comp.
California Project Talent.
California State Department Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational needs; talent development; educational innovation; program evaluation; technological advancement; educational objectives; summer programs; counseling instructional programs; special classes; administration; community resources; audiovisual aids; acceleration; man machine systems; California; Project Talent

A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, problems and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system. (RP)

ABSTRACT 11954

EC 01 1954 ED N.A.
Publ. Date Jan 66 514p.
French, Joseph L.
Educating the Gifted; A Book of Readings.
EDRS not available
Holt, Rhinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; gifted; identification; Negroes; academic achievement; ability grouping; enrichment programs; underachievers; counseling; creativity; acceleration; longitudinal studies; individual characteristics; age groups; educational programs; early admission; advanced placement; research reviews (publications); adjustment (to environment)

Articles, primarily from journals, consider programs and problems in educating the gifted. Included are four papers each on giftedness, conditions productive of academic talent, underachievement, and guidance. Eight articles define identifying characteristics, 13 describe school provisions, and three each discuss creativity and the state of research. (JD)

ABSTRACT 20035

EC 02 0035 ED 002 871
Publ. Date 60 65p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children.

State College Of Iowa, Cedar Falls; Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc
CRP-423

Descriptors: exceptional child research; adjustment (to environment); gifted; rural areas; rural youth; educational opportunities; training; academic achievement; student adjustment; rural education; program evaluation; experimental curriculum; summer programs

An experimental 8-week summer program for gifted children in rural areas and towns was tested for effectiveness. It was hypothesized that there would be no significant difference in achievement or adjustment between students participating in this special program and students who had the same intelligence but no special training. Three groups of 60 fifth grade children (IQ's above 120) each were established. An experimental group and control group were pretested and organized. Posttesting was delayed approximately 1 academic year following the close of the special summer session for the experimental group. The third group was selected from a nearby community for testing and study; but because significant differences existed in the initial achievement scores between this group and the experimental group, adequate comparisons could not be made. Based on the analysis of the data and findings, the null hypothesis with respect to group differences was partially substantiated. Such functional areas as library research and critical thinking were emphasized during the summer program, and the experimental group did excel in them. It was suggested that, with the possible development of other measuring devices tailored to the outcomes of experimental summer sessions, more pronounced differences between experimental and control groups might be discovered. (JH)

ABSTRACT 20614

EC 02 0614 ED N.A.
Publ. Date 65 472p.
Gold, Milton J.
Education of the Intellectually Gifted. Charles E. Merrill International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; gifted; creativity; ability identification; program planning; cognitive processes; language arts; social studies; science instruction; mathematics instruction; fine arts; ability grouping; acceleration; guidance; motivation; underachievers; teacher role; research needs; individual characteristics

Diverse research materials were used to support concepts in the identification and nurturing of gifted children in schools. Giftedness is viewed in terms of heredity and environment with added attention to characteristics, creativity and the capacities for testing and identifying these ascribed attributes. Focus is then turned to program planning, program patterns, and the teaching of thinking, language arts, social studies, science, mathematics and fine arts for exceptionally intelligent students from elementary through secondary level. Special emphasis is given to the types and duties of personnel, especially those in guidance, who are needed for the maximum development of gifted students. Problems that could occur in dealing with achieving and underachieving gifted pupils, such as ability grouping, acceleration, and motivation, are extensively discussed. A reference list cites 468 items. (JP)

ABSTRACT 20750

EC 02 0750 ED N.A.
Publ. Date 64 296p.
Durr, William K.
The Gifted Student.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child education; gifted; superior students; talented students; identification; student characteristics; learning characteristics; ability grouping; ability identification; acceleration; enrichment; enrichment activities; creativity; motivation; guidance; administration; administrative organization; teacher role; parent role; community role

Emphasis is placed on specific suggestions for educational techniques and school programs for the gifted. Written for teachers at all levels, administrators, guidance workers, and parents, the text defines the problem of education for the gifted, along with methods of identification and specific characteristics of these children. Instructions for planning and administering a program are offered, and examples of representative school programs are described. The following three types of administrative grouping are explained: ability grouping, acceleration, and enrichment. A variety of suggestions for enrichment in the areas of science, mathematics, language arts, and social studies are presented. Photographs from various school systems illustrate activities for gifted; methods for motivating the gifted child and for providing for various types of guidance are discussed. Exploration of creativity in gifted students and suggestions for its cultivation are described. The roles of the teacher, parents, and the community are covered and attention is given to their influence in the educational attainment of gifted children. (DS)

ABSTRACT 20824

EC 02 0824 ED 032 690
Publ. Date 65 102p.
Torrance, E. Paul
Gifted Children in the Classroom.
EDRS not available
The MacMillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; creativity; gifted; teaching methods; educational philosophy; intelligence; intellectual development; educational objectives; identification; motivation; grouping (instructional purposes); early childhood education; creative reading; creative ability; research skills; teacher improvement; curriculum development; kindergarten children

Highlighting some of the newer understandings about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years, chapters are devoted to the development of creative readers and to the teaching of research concepts and skills. The final chapter includes a challenge to teachers of gifted children to search for their own unique ways of teaching, and offers some suggestions to facilitate the process of becoming an effective teacher of gifted children. (Author/WW)

ABSTRACT 21110

EC 02 1110 ED 025 999
Publ. Date 67 174p.
Heist, Paul, Ed.
Education for Creativity, A Modern Myth?
California University, Berkeley, Center For Research And Development In Higher Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-6-10-106
Proceedings Of A Conference On Education For Creativity In The American College, Berkeley, California, Spring 1966.

Descriptors: academic standards; creative ability; creative development; creative expression; creativity; educational change; educational objectives; higher education; self expression; student motivation; talent utilization

The paucity of meaningful academic experiences for potentially or highly creative individuals prompted researchers and performing artists to meet and discuss the implications for creative opportunities in higher education. A truly creative person is thought to be independent, innovative, flexible, with a highly developed sense of the theoretical and the esthetic, and exercises discipline only when he considers it necessary. A rigidly structured and organized academic system invariably discourages self-expression. Consequently, a number of students transfer from or drop out of educational systems too formalized for their tastes. Unfortunately, academe generally assumes that educational needs of all unusual students are met in programs designed for the gifted or exceptional, and many creative individuals who do not meet necessary academic requirements are excluded or ignored. Many questions were raised to which answers could not be provided but participants agreed that very little research has been done on creativity at the college level, except in the creative arts.

The task ahead involves learning about the nature and forms of creativity, establishing whether it is innate or may be developed. Then programs should focus on quality education for the total human being, and be flexible enough to stimulate and encourage creative expression. A bibliography of related publications is included. (WM)

ABSTRACT 21194

EC 02 1194 ED 027 099
Publ. Date Jun 68 83p.
Porter, Robert M.
A Decade of Seminars for the Able and Ambitious.
Catskill Area School Study Council, Oneonta, New York
Office Of Education (DHEW), Washington, D. C., Division Of Plans And Supplementary Centers
EDRS mf,hc

Descriptors: exceptional child education; academic ability; curriculum; enrichment experience; enrichment programs; gifted; intellectual development; noncredit courses; rural areas; secondary school students; small schools; student seminars; ungraded classes; Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ABSTRACT 21275

EC 02 1275 ED 002 906
Publ. Date 61 84p.
Hampton, Nellie D.
Effects of Special Training on the Achievement and Adjustment of Gifted Children. A Second Report.
Iowa State College, Cedar Falls
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-423 CRP-614

Descriptors: exceptional child research; achievement; adjustment (to environment); child development; rural schools; rural areas; program evaluation; individual development; training; academic achievement; summer programs; experimental curriculum; curriculum research; intelligence; rural education

The effects of training given to a group of gifted children in a special summer program were tested during the following school year with respect to overall achievement and adjustment among the students. The second phase of a continuing study dealing with gifted children in small towns and sparsely populated areas, the project was designed to compare the experimental group with two control groups drawn from different school populations. The hypothesis tested was that there would be no differences between the experimental group and either control group in the overall analysis or at any of the intelligence achievement classifications used in the study analysis. Approximately 170 gifted sixth graders participated, 60 of these being assigned to the summer session. Some definite superiorities were demonstrated by the experimental group, particularly at certain intelligence-achievement combinations. It was suggested that this could imply that schools are not doing, during regular terms, all that could be done to help children achieve their potential and that the summer program had some value. However, the superiorities of the experimental group were neither frequent enough nor great enough to warrant an unqualified recommendation for special training. (JH)

ABSTRACT 21475

EC 02 1475 ED 034 353
Publ. Date 68 185p.
Robeck, Mildred C.
California Project Talent: Acceleration Programs for Intellectually Gifted Pupils.
California State Department Of Education, Sacramento
Office Of Education (DHEW), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; program evaluation; accelerated programs; ability identification; student placement; student evaluation; counselor role; curriculum design; case studies (education); parent counseling; research reviews (publications); program administration; counseling; classroom arrangement; records (forms); California

A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

ABSTRACT 21509

EC 02 1509 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin And Others
A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.
Carnegie-Mellon University, Pittsburgh, Pennsylvania, Social Studies Curriculum Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc

OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that stu-

dents in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

ABSTRACT 21645

EC 02 1645 ED N.A.
Publ. Date 64 255p.
Fine, Benjamin
Stretching Their Minds.
EDRS not available
E. P. Dutton And Company, 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; gifted; special schools; creativity; ability testing; program descriptions; parent counseling; teacher qualifications; accelerated courses; mathematics education; music education; science education; social studies; language instruction; elementary grades; secondary grades; advanced programs; Sands Point Country Day School

Sands Point Country Day School, a private school for 200 gifted students ranging from nursery through high school located in rural New York, is described in its purpose and organizational structure. Specific school practices and areas of curriculum described in detail are the school's flexible entrance standards, the discarding of traditional grade level organization, and maximum class sizes of 15 to allow teachers to work with children individually. Students pursue original ideas, with teachers offering guidance when needed to prevent repeated failures. School curriculum is described to be broad and general, with high objectives and considerable depth. It is reported that conversational French is taught progressively through all levels as are English, math, art, music, science, and social studies, and that special advanced courses are offered when there is sufficient demand. Teacher selection is based on their love of children, sense of humor, personal security, and mastery of subject area. In evaluating pupil progress, no letter grades are given. Report forms measure the individual student's performance against his ability, and parent-teacher conferences are frequent. (BB)

ABSTRACT 21746

EC 02 1746 ED 035 125
Publ. Date (68) 85p.
Vassar, William G., Ed.; Renzulli, Joseph S., Ed.
The Gifted Child in Connecticut; Practical Suggestions for Program Development.
Connecticut State Department Of Education, Hartford, Bureau Of Pupil Personnel And Special Educational Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program planning; creativity; grouping (instructional purposes); identification; acceleration; state legislation; administrator role; program development; teacher role; Connecticut

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programing include the broadening concepts of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C. Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programing in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several school systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ABSTRACT 21775

EC 02 1775 ED 035 154
Publ. Date Sep 69 75p.
McBride, Edd, Ed.
A Guide for the Education of Exceptionally Talented Students.

North Carolina State Department Of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; program development; program planning; teacher selection; identification; class size; program evaluation; educational objectives; ability grouping; language arts; English; social studies; sciences; arithmetic; mathematics; music education; art; learning activities; North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an outline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's Taxonomy of Educational Objectives are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ABSTRACT 21957

EC 02 1957 ED 036 936
Publ. Date Apr 69 181p.
Developing Unawakened and Unrecognized Potential. Proceedings of a Conference Held at the University of Minnesota (Minneapolis, April 26, 1969).
Minnesota State Department Of Education, St. Paul
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; creativity; talent development; educational needs; psycholinguistics; teacher education; teacher role; teacher attitudes; identification; intelligence tests; creative development; urban education; rural education; minority groups; American Indians; educational programs; teaching methods; cultural differences; cultural disadvantagement

The proceedings include addresses by Arthur S. Fleming and Samuel S. Shepard on the educational needs of the disadvantaged black and by E. Paul Torrance on creativity development. Transcriptions are included of workshop papers on teacher training, teacher role in creativity development, teacher resentment toward the adolescent innovator, teacher identification of giftedness, and teacher style. Additional papers treat the use of intelligence tests and psycholinguistic training with the disadvantaged, the problem of disruption in schools, and the development of creative talents. Also described are programs on Indian reservations, in urban and rural areas, and in minority neighborhoods. (JD)

ABSTRACT 22102

EC 02 2102 ED 035 625
Publ. Date 69 117p.
Elliott, Virginia A., Ed.; Josephs, Lois S., Ed.
English for the Academically Talented Student in the Secondary School. 1969 Revision of the Report of the Committee on English Programs for High School Students of Superior Ability of the National Council of Teachers of English.
National Council Of Teachers Of English, Champaign, Illinois;
National Education Association, Washington, D. C.
EDRS mf
NCTE, 508 South Sixth Street, Champaign, Illinois 61820 (Stock Number 02801); NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $1.50).

Descriptors: creative thinking; disadvantaged youth; educational trends; English instruction; English programs; high achievers; secondary education; student motivation; talented students; talent identification; teacher education; teaching methods; underachievers; gifted

Introducing the essays in this publication, Virginia A. Elliott and Lois S. Josephs review the problems of teaching English to the academically talented student. Essays are by Michael F. Shugrue, who surveys, from 1958 through 1968, the achievements of conferences, Curriculum Study Centers, and the Dartmouth Seminar; John Simmons, who discusses the necessity and difficul-

ties of identifying talented students in English; Arno Jewett, who explores the problems of motivating bright underachievers; Lois S. Josephs, who delineates the need for sensitive, perceptive teaching of gifted disadvantaged students, and Fred H. Stocking, who recommends ungraded, elective courses to stimulate bright students. Papers are also presented by John A. Hart and Ann L. Hayes, who consider how a spirit of mutual inquiry, discussion, good student-teacher relationship, and creative writing can foster creative thought; Virginia A. Elliott, who analyzes the training and characteristics necessary to teach talented students; and Lois M. Gross, who reviews educational programs in the sixties for academically superior students. A selected bibliography is included. (JM)

ABSTRACT 22491

EC 02 2491 ED N.A.
Publ. Date May 70 343p.
Torrance, E. Paul;
Myers, R. E.
Creative Learning and Teaching.
EDRS not available
Dodd, Mead And Company, 79 Madison Avenue, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; creativity; creative development; educational methods; creative activities; creative teaching; teaching techniques; teacher improvement; questioning techniques

To promote creativity in elementary school children, the teacher must be aware of the numerous rather than a single solution to problem situations. In line with this reasoning the authors suggest that creative teaching can make a difference in ability, built in motivation is necessary, creative development should not be left to chance, and a skillful teacher can facilitate creative learning. Techniques described are an awareness of the child's mind, questioning for information and thought, asking provocative questions, teaching the child to question, providing a responsive environment, and guiding planned sequences of creative activities. Also included are hints for becoming a more creative teacher and an appendix with some characteristics of learning experiences to facilitate creative behavior. (JM)

ABSTRACT 22552

EC 02 2552 ED 038 824
Publ. Date Apr 70 86p.
Tongue, Cornelia, Ed.
The Proceedings of the Sessions on Gifted and Talented Children. Special Education Conference (21st, Charlotte, North Carolina, November 20-2, 1969)
North Carolina State Department Of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; creativity; advanced placement; identification; personality; counseling; educational needs; creativity development

Seven speakers consider gifted and talented students. George Welsh defines the relationship of personality and classroom performance; Marvin Gold describes differential education; and C. Douglas Carter discusses special programs at the elementary level. Also treated are the nature and identification of creativity, by Betty Stovall, advanced placement in the high school, by Daniel Beshara, and guidance needs in the elementary school, by Ann W. Harrison. James L. Bray reviews the theory and curriculum of the Governor's School of North Carolina, a special school for gifted students. (JD)

ABSTRACT 23086

EC 02 3086 ED N.A.
Publ. Date 66 572p.
Hildreth, Gertrude H.
Introduction to the Gifted.
EDRS not available
McGraw Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; gifted; teaching methods; identification; student evaluation; acceleration; ability grouping; creativity; motivation techniques; guidance; teachers; check lists; college students; elementary school students; secondary school students; talented students; research projects

Designed as a textbook for courses in education, child psychology, exceptional children, and teacher education of the gifted, the book provides a survey of developments in the education of the gifted. Identification, appraisal, and educational methods from elementary school through college are treated. Consideration is given to ability grouping, acceleration, guidance, motivation, creativity, and teachers of the gifted. Pertinent research findings are reported. A checklist for gifted children (ages 10 and over) is included. (MS)

ABSTRACT 23182

EC 02 3182 ED N.A.
Publ. Date 61 96p.
Drews, Elizabeth M., Ed.
Guidance for the Academically Talented Student.
Carnegie Corporation, New York;
American Personnel And Guidance Association, Washington, D. C.;
National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child services; gifted; counseling goals; guidance; ability identification; high achievers; educational needs; counseling services; conference reports

Guidance for academically gifted students is discussed in a report of a conference on that topic. What to look for, procedures for identifying the academically talented (tests, observation, students' products, and cumulative record), when to identify and why are covered, in addition to the role of the counselor in the identification process. An examination of the nature and characteristics of the social and psychological factors which nourish or inhibit high achievement looks at society, the home, the school, culturally or economically deprived groups, gifted girls, psychological patterns, and problems of motivation in underachievement. The importance of guidance from the home, school, and counselor is stressed. A discussion of the educational provisions which promote the maximum development of gifted students considers personal and educational needs of the students, the educational program, and the responsibility of the guidance services. Attention is given to specific aspects of counseling: personnel, process (emphasis on social and emotional problems, vocational aspirations, and educational plans), and parental factors and home environment as they affect counseling. Responsibilities of the guidance counselor in research are summarized, and sources supporting generalizations about the academically talented are listed. (KW)

ABSTRACT 23184

EC 02 3184 ED N.A.
Publ. Date 61 112p.
Ziegfeld, Edwin, Ed.
Art for the Academically Talented Student in the Secondary School.
Carnegie Corporation, New York;
National Art Education Association, Washington, D. C.;
National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child education; gifted; art; visual arts; art education; program planning; program descriptions; secondary school students

Programs in art for academically gifted secondary school students who may not be artistically talented are considered in a booklet resulting from a conference on the same subject. Examined are the nature of art and the importance of providing art experiences for the academically gifted. Activities for program planning are suggested. Curriculum outlines of some experimental programs in Houston, Pittsburgh, and Hillsdale, New Jersey are presented. A list of selected references in art and art education (books and periodicals, and films) is included. (KW)

ABSTRACT 23227

EC 02 3227 ED N.A.
Publ. Date 64 511p.
Gowan, John Curtis; Demos, George D.
The Education and Guidance of the Ablest.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.50).

Descriptors: exceptional child education; gifted; educational objectives; educational administration; creativity; curriculum; academic achievement; excep-

tional child research; student characteristics; intelligence

The text reviews research and development in the field of education for the academically gifted. Both early development and present status are chronicled, covering the general areas of history, philosophy, objectives, characteristics, curriculum, guidance, administration, and research. Practical programs are also discussed, with practical suggestions for teachers relating theory to practice. An extensive bibliography is included. (KW)

ABSTRACT 23238

EC 02 3238 ED N.A.
Publ. Date 60 224p.
Bish, Charles E.
Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School.
National Education Association, Washington, D. C., National Association Of Secondary School Principals

EDRS not available
National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; secondary school students; talented students; administrator guides; administrative principles; program administration; program planning; identification; acceleration; grouping (instructional purposes); enrichment; counseling; guidance

Administrative procedures for implementing and maintaining an educational program for academically talented youth are discussed. Underlying philosophy and preliminary considerations and planning are treated. Information is provided on tools and procedures used to identify the academically talented. Consideration is given to acceleration, grouping, and enrichment. The counseling and guidance of talented students is discussed. Factors in administrative planning for program implementation are explored. A number of successful programs are described briefly. Also included are a substantial reference list, publications about specific programs, and organizations concerned with gifted children. (MS)

ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
Counseling, Instructional Programs for Intellectually Gifted Students.
California State Department Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used. The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

ABSTRACT 23268

EC 02 3268 ED N.A.
Publ. Date 70 123p.
Reger, Roger, Ed.
Preschool Programming of Children with Disabilities.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.50).

Descriptors: exceptional child education; handicapped children; preschool education; program planning; summer programs; identification; preschool evaluation; language development; perceptual motor coordination; instructional materials; visually handicapped; aurally handicapped; parents

Intended for those interested in educational programing for preschool children, particularly special education for handicapped children, the book contains chapters from several contributors. An introduction is written by Roger Reger. Lois Moulin and Sandra Perley describe a preschool summer program. Timothy Rochford discusses identification of preschool children with learning problems. The topic of evaluating children is considered by Marian Koppmann. Language development of the preschool child is treated by Wendy Schroeder. Dan Teach discusses perceptual motor development in the young child in three chapters. Materials for the preschooler are considered by Suzanne Roberts, and Nancy Detrick discusses a teacher's reference to preschool materials. Jeanette Burke discusses visually handicapped children, and Beth Chapman Ringquist treats the child with hearing difficulties. Mary Lang and Joan Cobb present a parent's view of preschool programs. (MS)

ABSTRACT 23454

EC 02 3454 ED 041 418
Publ. Date 70 339p.
Rice, Joseph P.
The Gifted: Developing Total Talent.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($17.50).

Descriptors: exceptional child education; gifted; program development; talent development; intelligence; educational objectives; educational needs; talented students; teaching methods; identification; teacher education; curriculum

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents' obligations, and educational planning. Studies of interests and opinions of the gifted are related to curriculum planning. Methods and objectives are also considered in the building of model curriculums. Attention is given to appropriate placement in an education program, the integration of a guidance and instructional program, staffing needs and teacher qualifications, and strategies for program development and administration. Statistical tables are included. (KW)

ABSTRACT 23536

EC 02 3536 ED 042 271
Publ. Date 68 116p.
Rafferty, Max
Special Class Programs for Intellectually Gifted Pupils.
California State Department Of Education, Sacramento, Project Talent
Office Of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; grouping (instructional purposes); administration; ability grouping; program administration; screening tests; evaluation methods; program guides; inservice teacher education; admission criteria; special classes; curriculum development; student attitudes; student evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the

areas discussed. A reference list cites 126 items. (SP)

ABSTRACT 30024

EC 03 0024 ED 043 150
Publ. Date Sep 70 224p
Grost, Audrey
Genius in Residence.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; gifted; individual development, educational needs; family life; adjustment (to environment); biographies

The author recounts the family and school life of an exceptionally gifted child--her son, Michael Grost-- from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200 plus) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture and develop to the fullest talent and genius in the individual child. (KW)

ABSTRACT 30062

EC 03 0062 ED N.A.
Publ. Date 68 115p.
Martinson, Ruth A.
Curriculum Enrichment for the Gifted in the Primary Grades.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

ABSTRACT 30156

EC 03 0156 ED N.A.
Publ. Date 61 362p.
DeHaan, Robert F.; Havighurst, Robert J.
Educating Gifted Children.
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($5.00).

Descriptors: exceptional child education; gifted; identification; educational administration; acceleration; grouping (instructional purposes); enrichment; creativity; teaching methods; research projects; educational guidance; academic achievement; regular class placement; motivation

The first two chapters of the text describe the basic issues involved in the education of gifted children, and the nature of giftedness. Succeeding chapters discuss principles governing the identification of talent, educational objectives and curriculum, administrative provisions (enrichment, acceleration, grouping), and current practices in educating the gifted at elementary through college level. Also covered are motivation and guidance, creativity, development of non-academic talent, and teaching gifted children in the regular classroom. A case study of part time grouping, by Jack Kough, is included. Concluding chapters deal with administrator role, evaluation and research, the extremely gifted child (over 160 IQ), and the family and use of community resources. Each chapter contains questions for study and discussion. (KW)

ABSTRACT 30199

EC 03 0199 ED N.A.
Publ. Date 68 4p.
Feingold, S. Norman
Guidance for Gifted Students.
EDRS not available
B'Nai B'Rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036 ($0.35).
Occupational Outlook Quarterly; V12 N1 Feb 1968

Descriptors: exceptional child education; gifted; student loan programs; counseling; scholarships; tuition grants; college students; identification; motivation

Education for gifted students is considered in terms of need, identification, and motivation. Specific information on financial aid for college tuition is provided for a number of sources. Free and inexpensive materials to aid in planning for college are listed along with reference books on financial aid. A checklist for college bound students is included. (MS)

ABSTRACT 30356

EC 03 0356 ED N.A.
Publ. Date 60 270p.
Strang, Ruth
Helping Your Gifted Child.
EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; gifted; child rearing; child development; parent role; childhood needs; emotional problems

Intended for parents of gifted children, the book contains basic and helpful information on child rearing. Types of giftedness are defined, and what it takes to make a gifted child is explained (influences of heredity, home environment, family relations, opportunities to develop his abilities). The gifted child at the preschool level, elementary school level, and as an adolescent is discussed, with examples of gifted child behavior presented and indications given to parents as to what they can expect of their children and how they can help guide their development. Problems of gifted children are covered, and the parents' role and responsibility defined. Appended are lists of suggested books for parents and for gifted children at all age levels. (KW)

ABSTRACT 30370

EC 03 0370 ED N.A.
Publ. Date 57 268p.
Cutts, Norma E.; Moseley, Nicholas
Teaching the Bright and Gifted.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($7.95).

Descriptors: exceptional child education; gifted; personality development; acceleration; identification; enrichment; community resources; underachievers; ability grouping; mental health; counseling; parent counseling

Designed to give practical help to both classroom and student teachers, the text first discusses the neglect of the gifted and the shortage of professional personnel. Also discussed are factors in identification, purposes and method of enrichment, utilization of community resources, special grouping, acceleration, fundamental skills, and motivation of underachievers. Mental illness and mental health, character development, educational and vocational guidance, and working with parents are considered. Appendixes include list references on tests and methods and mention needed research. (RJ)

ABSTRACT 30526

EC 03 0526 ED N.A.
Publ. Date 69 83p.
Torrance, E. Paul
Creativity.
EDRS not available
Dimensions Publishing Company, Box 4221, San Raphael, California 94903.

Descriptors: exceptional child education; gifted; creativity; creative development; early childhood education; evaluation methods; testing; parent role; teaching methods

As part of a series on the early learning of children, the monograph treats creativity. Past and current investigations of the creative behavior of pre-primary children are explored. The creative behavior of early elementary school children is considered in studies of personality, discontinuities of development, and short descriptions of famous creative people as children. In discussing the

evaluation of creative behavior, consideration is given to Starkweather's test for pre-primary children, Torrance's tests of creative thinking, and non-test assessment techniques. Teaching activities to encourage creative behavior are described and ways parents can help are suggested. Included are an annotated bibliography and a reference list. (MS)

ABSTRACT 30679

EC 03 0679 ED N.A.
Publ. Date 65 134p.
Improving Programs for the Gifted.
Philadelphia Suburban School Study Council, Group A, Pennsylvania

Pennsylvania University, Philadelphia, Educational Research And Service Bureau
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 ($3.00).

Descriptors: exceptional child education; gifted; creativity; curriculum; teaching methods; creative development; program guides; program planning; program improvement

Designed for teachers, administrators and laymen, the handbook considers educational programs for the gifted. Philosophy and goals are noted. Problems discussed are identification policies and practices; underachievement; administrative arrangements; seminars, independent study, and summer school; providing for relationships among subject areas; marking and grading; personnel matters; and program appraisal. Creativity is explored and examples of creative assignments are reported by grade level and subject. Also included are a discussion and illustrations by a creative elementary teacher. Suggested readings are listed throughout. (MS)

ABSTRACT 30698

EC 03 0698 ED N.A.
Publ. Date 70 112p.
Dickinson, Rita Mitton
Caring for the Gifted.
EDRS not available
Christopher Publishing House, 53 Billings Road, North Quincy, Massachusetts 02171 ($3.95).

Descriptors: exceptional child education; gifted; self actualization; social responsibility; parent role; school role; disadvantaged youth; self evaluation

From 20 years of research and experience, the author sets forth ideas about giftedness, including self realization and social responsibility. Specific topics discussed include definition of giftedness, parent responsibility, responsibilities of the school, the disadvantaged gifted, how the gifted can help themselves, the gifted girl, and self appraisal. An annotated reading list is provided. (MS)

ABSTRACT 30729

EC 03 0729 ED N.A.
Publ. Date Mar 70 4p.
Horn, Lister W.; Gleason, Gary M.
Teaching a Unit on the Computer to Academically Talented Elementary School Children.
EDRS not available
Arithmetic Teacher; V17 N3 P216-9 Mar 1970

Descriptors: exceptional child education; gifted; enrichment; grade 5; grade 6; elementary school students; computers; computer science education

Concepts of the computer were taught to academically talented fifth and sixth grade students in 10 sessions of one and a half hours each. Included in the unit were computer history, numeration systems, computer hardware, and FORTRAN programing. Students wrote programs independently, showed interest, and gained understanding of a language of programing. Suggestions for improved units are discussed. (MS)

ABSTRACT 30769

EC 03 0769 ED N.A.
Publ. Date 55 114p.
Havighurst, Robert J. And Others
A Survey of the Education of Gifted Children.
Chicago University, Illinois, Committee On Human Development
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($3.00).

Descriptors: exceptional child education; gifted; educational programs; program descriptions; surveys; teaching methods; educational objectives

Criteria for a good program of education of gifted children are presented (development of a variety of talents, systematic discovery of children with such talents, motivation, use of community resources, effective methods). How criteria are met in practice is illustrated. The relationship between types of programs for the gifted and types of supporting communities or clienteles is examined. The bulk of the survey consists of summaries of programs of 44 schools, school systems, and projects for serving gifted children. Also included are a selected list of bibliographies and an annotated bibliography of references concerning the gifted. (KW)

ABSTRACT 30782

EC 03 0782 ED N.A.
Publ. Date 58 420p.
Havighurst, Robert J. And Others
Education for the Gifted: 57th Yearbook of the National Society for the Study of Education, Part 2.
National Society For The Study Of Education, Chicago, Illinois
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($4.50).

Descriptors: exceptional child education; gifted; identification; educational objectives; enrichment; educational needs; historical reviews; motivation; creativity; educational programs; counseling; teacher education; socioeconomic influences; community role

The first of the volume's three major sections, Social Factors, contains a discussion of the importance of and necessity for education of the gifted, and an historical review of interest in the gifted. The second section focuses upon the following aspects of the gifted person: who the gifted are (role, factors associated with recognition, identification), the nature of giftedness (concepts, genesis, distribution, development, interrelations of characteristics), motivation, creativity, and social leadership. In the final and largest section, dealing with the education of the gifted, chapters treat characteristics and objectives of a program for the gifted, identification, enrichment, elementary and secondary school programs, college and university programs, guidance, teacher preparation, community agencies, community factors in education of the gifted (size, wealth, social structure, values, leadership, support), and organizing a school program. (KW)

ABSTRACT 30928

EC 03 0928 ED N.A.
Publ. Date 69 56p.
Hopkins, Lee Bennett; Shapiro, Annette Frank
Creative Activities for the Gifted Child.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($1.50).

Descriptors: exceptional child education; gifted; enrichment; class activities; creative development

Designed to help the teacher with gifted students in her classroom, the book contains over 100 enrichment ideas. The suggested activities cover all fields (art, science, math, music, physical education, language arts, etc.), and many offer the gifted student the chance to work with his classmates or with younger children. In developing the activities list, the authors tried to recognize and satisfy two needs which motivate gifted children: curiosity and the need for achievement. Activities are divided into those appropriate for the classroom, the school, the community, and those which foster international understanding. (KW)

ABSTRACT 30929

EC 03 0929 ED N.A.
Publ. Date 57 32p.
Meredith, Paul; Landin, Leslie
100 Activities for Gifted Children.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($1.00).

Descriptors: exceptional child education; gifted; enrichment; class activities; creative development

The booklet contains 100 ideas for the gifted child, for use in ordinary classroom situations or in special enrichment programs. Most activities are designed to be assigned at the beginning of the week to be presented to the entire class

on a specified date. Activities are divided into the following categories: social studies, art, music and dance, arithmetic, language, and miscellaneous. (KW)

ABSTRACT 31060

EC 03 1060 ED N.A.
Publ. Date 70 5p.
Rush, Barbara M.
Montessori for the Gifted.
EDRS not available
Children's House; V4 N4 P5-9 Win 1970

Descriptors: exceptional child education; gifted; educationally disadvantaged; low income groups; special schools; instructional materials; educational programs; parent counseling; Creative Learning Center (Dallas, Texas); Montessori Method

The Creative Learning Center (Dallas, Texas), a school for bright children from low income families, is described. Adaptations of the Montessori method are discussed and instructional materials described. Parent counseling by the staff is seen as a vital part of the program. (CD)

ABSTRACT 31387

EC 03 1387 ED N.A.
Publ. Date 70 6p.
Hutson, Thomas; Osen, Deborah
A Multi-Media Approach to Gifted in a High School Group Psychology-Counseling Program.
EDRS not available
Gifted Child Quarterly; V15 N3 P186-91 Fall 1970

Descriptors: exceptional child education; group behavior; group dynamics; self evaluation; gifted; multimedia instruction; enrichment; secondary school students

A Saturday morning Psychology-Counseling Program for gifted high school students is described. The program was designed around group counseling and group interaction, and used various media to encourage interaction and to provide insight into the group process. Identity was focused upon as the students were presented opportunities to view themselves and others as well as the functions of the group. Some of the media used included closed circuit television for instant replay of discussions, a programed text, occasional lectures, and other materials designed to reflect on the group process. Activities and group counseling techniques used at each session are briefly sketched. How media brings greater involvement and decreased need for counselor direction is discussed. (KW)

ABSTRACT 31400

EC 03 1400 ED N.A.
Publ. Date 69 38p.
Lewis, H. Michael
Opening Windows Onto the Future.
Governor's School Of North Carolina, Winston-Salem
EDRS not available
Governor's School Of North Carolina, Drawer H, Salem Station, Winston-Salem, North Carolina 27108.

Descriptors: exceptional child education; gifted; educational philosophy; theories; special schools; educational methods; curriculum design; summer schools; senior high school students; abstract reasoning; Governor's School of North Carolina

The paper sets forth the theory of the Governor's School (GS) of North Carolina, an 8-week summer program for gifted high school juniors and seniors. Four hundred such students are selected each year on the basis of intelligence, talent, and achievement. It is explained that the main aim of the GS is inspirational guidance rather than mastery of specific subject material. The three main areas of learning activity are described--special aptitude development, general conceptual development, and personal and social development. The major portion of the document details the theory and design of the curriculum. The role of theory and the need for theory in education are stressed. Justification for differential education for the gifted is offered. Differential characteristics of the gifted, and the emphasis on intellect in GS theory are noted. The GS emphasis on theory construction (the ability to conceptualize and to abstract) is featured. (KW)

ABSTRACT 31962

EC 03 1962 ED 048 696
Publ. Date 70 49p.
Deming, Bonnie J.; Klein, Jack L.
Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; primary grades; literature; teaching methods; language arts; California

One of a series, the guide is concerned with the teaching of literature to gifted students in grades 1 through 3. An introduction discusses cognitive and effective domains, educational objectives, general statements about the gifted, and selected teaching approaches. Literary and interpretive skills are considered in terms of an introductory lesson and ten sequential lessons on plot, characters, discovery, tone, language, perceptions, the concept of person, and an analysis of mysteries. The presentation and application of a culminating project are explored as is the development of a critical sense. EC 03 1963 is a companion volume for grades 9 through 12. (RJ)

ABSTRACT 31963

EC 03 1963 ED 048 697
Publ. Date 70 46p.
Osen, Deborah K.
Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades Nine through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; secondary school students; literature; teaching methods; language arts; California

One of a series, the guide explores a special approach to the study of literature for gifted highschool students. Curriculum objectives are stated based on the course framework: the types of literary criticism most prevalent in the twentieth century. Three sequences are discussed: looking at literature through the eyes of the new critics, the probe of the psychological critic, and a mythic approach to literary criticism. Suggestions for evaluation are included. A companion volume for teaching children in grades 1 through 3 is available as EC 03 1962. (RJ)

ABSTRACT 32011

EC 03 2011 ED N.A.
Publ. Date 66 206p.
Thomas, George I.; Crescimbeni, Joseph
Guiding the Gifted Child.
EDRS not available
Random House, 201 East 50th Street, New York, New York 10022 ($2.25).

Descriptors: exceptional child education; gifted; identification; educational methods; educational diagnosis; educational needs; acceleration; enrichment; special classes; grouping (instructional purposes)

The book concerns the needs, expectations, and problems encountered in working with gifted children in the classroom. Part 1, dealing with the characteristics and educational needs of gifted children, concentrates on the nature, motivation, and guidance of the gifted and, in particular, identification of the gifted. In addition to suggesting procedures used by educators to recognize giftedness other than the much-used intelligence test, the authors discuss the problem of non-recognition. Part 2, presenting various practical means of meeting the educational needs of gifted students, contains recommendations and suggested teaching techniques for meeting their needs through special classes, acceleration, enrichment, and special programs and activities. (KW)

ABSTRACT 32088

EC 03 2088 ED N.A.
Publ. Date 70 10p.
Torrance, E. Paul
Broadening Concepts of Giftedness in the 70's.
EDRS not available
Gifted Child Quarterly; V14 N4 P199-208 Winter 1970
Paper Prepared for the Northeast Regional Conference For the Gifted and Creative (November 5, 1970, New Haven, Connecticut).

Descriptors: exceptional child education; gifted; educational planning; educational trends; program planning; administration

The author traces the development of attitudes and approaches toward the gifted, and discusses the multi-talent concept of giftedness. Characteristics of disadvantaged children which are noted to indicate hidden or latent giftedness are listed. Existing programs for the gifted are attacked for their emphasis on conformity, and program requirements are suggested in the following areas: respect for individuality, guidance in the early years, open-ended programs and methods, flexible administrative arrangements, identification and testing, and attention to environmental factors. (RD)

ABSTRACT 32324

EC 03 2324 ED N.A.
Publ. Date 71 295p.
Gowan, John Curtis, Ed.; Torrance, E. Paul, Ed.
Educating the Ablest: A Book of Readings on the Education of Gifted Children.
EDRS not available
F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($4.95).

Descriptors: exceptional child education; gifted; literature reviews; creative development; child development; counseling; disadvantaged youth; mental health; program descriptions; parent role; teacher role

The volume is a book of readings on the education of gifted children. Such topical areas as developmental characteristics, programs, curriculum, guidance, creativity, disadvantaged gifted youth, and mental health are covered. Articles concerning teachers and parents are also included. Most of the readings in the volume are taken from the Gifted Child Quarterly, the journal of the National Association of Gifted Children. (CD)

ABSTRACT 32384

EC 03 2384 ED N.A.
Publ. Date 71 282p.
Axford, Lavonne B.
A Directory of Educational Programs for the Gifted.
EDRS not available
Scarecrow Press, Inc., 52 Liberty Street, Metuchen, New Jersey 08840 ($7.50).

Descriptors: exceptional child education; gifted; directories; educational programs; public schools; private schools; summer programs

The directory presents pertinent information about special educational facilities and programs for children of high academic talent, creativity, and intelligence throughout the United States. Listings are arranged alphabetically by state. Entries under each state are grouped into three categories where applicable: public schools, private schools, and private or public schools offering summer-only programs. (KW)

ABSTRACT 32485

EC 03 2485 ED N.A.
Publ. Date 70 272p.
Hildreth, Gertrude Howell
Educating Gifted Children at Hunter College Elementary School.
EDRS not available
Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880.

Descriptors: exceptional child education; gifted; special schools; program descriptions; educational programs; Hunter College Elementary School

Examined are the role and the achievements of Hunter College Elementary School in New York City in educating gifted children. Distinctive features characterizing the program of the school are described. Data cited refer to the school's first 10 years (1941-1951). The discussion covers administrative organization, goals and curriculum, class organization, teaching methods, instructional resources, and specific instruction in subject matter and academic skills. Also covered are school life and school-community and school-parent relationships. The guidance and adjustments of gifted children are appraised, and the role of the school in the preparation of teachers of the gifted outlined.

Evaluative evidence relating to the academic achievement, skills, and attitudes of students is cited to establish the validity of the school's program. (KW)

ABSTRACT 32565

EC 03 2565 ED N.A.
Publ. Date 55 49p.
Birch, Jack W.; Mcwilliams, Earl M.
Challenging Gifted Children.
EDRS not available
Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 ($1.00).

Descriptors: exceptional child education; gifted; enrichment; class activities; teacher role; teaching methods

Information is presented to aid the regular classroom teacher who has one or more gifted students in a heterogeneous class. Following introductory discussions of giftedness, enrichment, and identification of gifted children, gifted children and the role of their teachers at the primary, intermediate, and high school levels are examined. Practical suggestions which do not require major changes in school organization or extensive teacher preparation and which can be applied directly by the classroom teacher to augment the gifted student's education are offered. Suggestions are made for each of the major subject areas at each level of instruction. (KW)

ABSTRACT 32577

EC 03 2577 ED 051 506
Publ. Date 70 48p.
Covey, Barbara L.
Teaching Gifted Students English Usage in Grades Seven Through Nine.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; English; junior high school students; curriculum design; teaching methods; communication (thought transfer); laboratories; inductive methods; discovery learning; cognitive ability; California

Intended to assist English teachers of junior high gifted students whose mental ability is in the top 2% of all students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. Both techniques and content in the study of English usage are examined. Increasing the relevance of course content is seen to be possible through thematic or generic structuring of content based on significant works of literature and by concern with communication in all its forms and via all media. Discovery methods similar to those used in newer physical science courses are recommended, as are communications or media laboratories, for promoting an inductive study of language in all its forms of communication and for relating course content to the needs of gifted students in this age and to the development of high-level skills. (KW)

ABSTRACT 32578

EC 03 2578 ED 051 607
Publ. Date 70 44p.
Bruch, Catherine B.
Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades; curriculum guides; creative development; California

The curriculum guide is intended as an introduction to the study of man and his individuality, creativity, and uniqueness. Portions of such a study are suggested for use with gifted children in grades 4-6. Major objectives relate to the development by gifted students of their own creativity, productivity, and realization of personal potential. Behavioral objectives in the areas of learning skills, cognitive processes, and affective processes are enumerated, and guiding questions and activities for the study of creative man are suggested. Biographical sketches of creative men and women are presented to serve as bases for lessons. Tapescripts of some classroom discussions following use of lessons in the Men and Women of Ideas series are given. The thought processes involved, as reflected by the students' comments, are analyzed. Films about creative persons are listed, as are films which may be useful to teachers for inservice training. (KW)

ABSTRACT 32579

EC 03 2579 ED 051 608
Publ. Date 71 40p.
Bruch, Catherine B.

Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades; educational objectives; creative thinking; California

Addressed to those who teach social sciences to gifted students in grades 4-6, the booklet elaborates upon suggestions made in the proposed framework on the social sciences for California public schools. Concepts, generalizations and themes of the social sciences are examined as they relate to principles of teaching social science to gifted children. Emphasis is upon productive thinking, creative thinking, problem solving, and a blending of cognitive-affective skills. The concern is expressed that, rather than merely learning simple inquiry training, gifted students experience productive thinking through behaving like social scientists and that they conceive of themselves as problem-solving thinkers. Social science skills are examined (conceptual models, behavioral skills, evaluative and creative skills). Higher intellectual skills are considered in a chapter discussing several theoretical frameworks for examining thinking abilities. Creative persons and the creative process are briefly discussed in relation to teacher strategies. Thoughts on the contribution of the social sciences to the development of the gifted child's potential conclude the booklet. (Author/KW)

ABSTRACT 32754

EC 03 2754 ED N.A.
Publ. Date 71 7p.
Fox, Ann E.
Kindergarten: Forgotten Year for the Gifted?
EDRS not available
Gifted Child Quarterly; V15 N1 P42-8 Spr 1971

Descriptors: exceptional child education; gifted; kindergarten; teacher attitudes; underachievers; classroom environment

The author deals with the problem of the gifted underachiever at the kindergarten level and stresses the importance of completely altering the present kindergarten program. Through the use of illustrations, the stifling of the children's creativity and initiative is emphasized. The place of the kindergarten in today's educational system is discussed and the need to stress the diagnostic function of the kindergarten pointed out. The author identifies some of the central problems in the kindergarten as its lack of content and student performance rigidity. (CD)

ABSTRACT 32761

EC 03 2761 ED 035 575
Publ. Date 69 194p.
Hill, Mary Broderick
Enrichment Programs for Intellectually Gifted Pupils.
California State Department of Education, Sacramento, California Project Talent
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc
California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Descriptors: exceptional child education; gifted; enrichment; program development; program descriptions; demonstratio projects; curriculum design; creative development; California Project Talent

Presented is the final report of the Enrichment Program, one of the education programs demonstrated and field studied as part of California Project Talent which were designed to allow talented students in grades 1-8 to capitalize on their talents. The Enrichment Program was conducted cooperatively by the project staff and members of the Los Angeles Unified School District in 12 demonstration schools. Discussion of the planning phase covers literature on enrichment, related philosophy and principles, selection and evaluation of objectives, curriculum considerations, and resources in personnel and materials. Elements of the teacher training program described include inservice teacher training, formats for lesson plans and study units, and the development of creative expression, critical appreciation, and a scientific approach. The report of the implementation of the program details administrative concerns of classroom application and presents course outlines, lesson plans, and other explanatory information relating to the implementation of enrichment through creative expression, critical appreciation, and a scientific approach. Also summarized is the program evaluation phase, which indicated that objectives of enriching the course work of gifted students had been realized. (KW)

ABSTRACT 32861

EC 03 2861 ED 052 403
Publ. Date Apr 71 39p.
Exceptional Children Conference Papers: Gifted and Developmental Potential in Women and the Disadvantaged.
Council for Exceptional Children, Arlington, Virgin.a
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; gifted; females; disadvantaged groups; discriminatory attitudes (social); educational opportunities; employment opportunities; program design; conference reports

In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunitites, based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (For other CEC convention papers, see EC 032 854-EC 032 860.) (KW)

ABSTRACT 32880

EC 03 2880 ED 053 502
Publ. Date 71 36p.
Popham, Donald F.
Teaching Gifted Students Social Sciences in Grades Ten through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted;, social sciences; honors curriculum; senior high schools; teacher developed materials; program design; teaching guides; California

The monograph is designed to assist secondary school teachers in grades 10 through 12 who teach social sciences to gifted students. The introduction encompasses such topics as the role of leadership, the variability of instruction, and problems in social science instruction. The identification of the gifted student in social sciences and the successful teacher of the field are considered. The importance of the development of an inquiry-conceptual process of reflective reasoning in order to equip the gifted student for social understanding is stressed. Program themes and structure for each of the grade levels are discussed and subject matter skills and teaching strategies are examined. The monograph concludes with a summation of the projected design of the new social science framework for California as taken from the findings of the California Statewide Social Sciences Study Committee. A complementary document (EC 032 579)

deals with the same topic at the elementary school level (grades 4-6). (CD)

ABSTRACT 32884

EC 03 2884 ED 053 506
Publ. Date 70 38p.
Stovall, Betty J.; Tongue, Cornelia
The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; resource teachers; itinerant teachers; state programs; administrative organization; program design; guidelines; North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ABSTRACT 32885

EC 03 2885 ED 053 507
Publ. Date 70 48p.
Jacobs, Walter R., Jr.
Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program evaluation; state surveys; statistical data; annual reports; special classes; state aid; North Carolina

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

ABSTRACT 33060

EC 03 3060 ED N.A.
Publ. Date 71 4p.
Porter, Rutherford B.
A Reporting Procedure for Early School Admission for Mentally Advanced Children.
EDRS not available
Journal of School Psychology; V9 N2 P127-30 1971

Descriptors: exceptional child education; gifted; early admission; parent role; parent school relationship; predictive measurement; records (forms)

A short, logical, developmental technique for reporting a prediction of school success for gifted children being investigated for possible early entrance into school is presented. Emphasis is on communication with the parent. A form which aids in the presentation and leads to a recommendation is included. (Author)

ABSTRACT 33161

EC 03 3161 ED N.A.
Publ. Date 71 13p.
Bennett, Frances and Others
Potentially Gifted and Talented High School Youth Benefit from Independent Study.
EDRS not available
Gifted Child Quarterly; V15 N2 P96-108 Sum 1971

Descriptors: exceptional child education; gifted; independent study; senior high school students; program descriptions

Described is the Independent Study Program for Talented and Gifted Students at the Hamden-New Haven (Connecticut) Cooperative Education Center, in which gifted and highly motivated students from one suburban and three urban high schools are able to take one academic subject for credit in Independent Study in lieu of some course in their home high school. Philosophy of education of the gifted, methods of student selection, and examples of individual interests or projects pursued by students are summarized. The teacher is seen to fulfill the role of guide and resource, rather than data giver. Evaluations of the program cited point to its success in identifying and nurturing aspects of creativity. (KW)

ABSTRACT 33162

EC 03 3162 ED N.A.
Publ. Date 71 8p.
Witty, Paul A.
The Education of the Gifted and the Creative.
EDRS not available
Gifted Child Quarterly; V15 N2 P109-16 Sum 1971

Descriptors: exceptional child education; gifted; historical reviews; educational trends; creativity; educational programs; identification

Briefly reviewed are developments and research in the education of gifted and creative students since the advent of the intelligence test. It is noted that identification of such students was based primarily on IQ level and that enrichment or acceleration opportunities for the gifted were limited in the period 1925-1950. Increased provisions after 1950 are cited, but such special educational practices were designed mostly for verbally gifted elementary and secondary students. Since 1960 however, the significance of learning in early childhood has been focused upon, and IQ is now seen to be as much a result of environmental influences as hereditary factors. Also summarized are the growth of interest in identifying students with high creative potential, which is not measured by intelligence potential, creative potential, which is not measured by intelligence tests, and some differences between the verbally gifted and the creative in the area of social and peer relationships. Promising trends in the education of the gifted are noted to be a broader concept of giftedness to include creative individuals, development of school programs to identify and encourage creative students, and greater efforts and involvement of parents and teachers. (KW)

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